

# Nebraska



## Reading Standards with Extended Indicators

for  
Students with Significant Disabilities  
taking the  
NeSA Alternate Assessment Reading (NeSA-AAR)

Improving students' ability to learn, communicate,  
and collaborate through literacy education.

# Nebraska Reading Standards and Reading Standards with Extended Indicators

## **The Role of Extended Indicators**

For students with significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations because their instructional program addresses extended indicators.

It is important for teachers of students with significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal, but rather a starting place for moving students forward to conventional reading and writing.

## **Students with Significant Intellectual Disabilities**

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

## **Alternate Assessment Determination Guidelines**

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2009). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the NeSA Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student’s curriculum and instruction is closely aligned to the Nebraska Reading Standards with extended indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

# Nebraska Third Grade Reading Standards and Extended Indicators

for  
Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

## **VOCABULARY**

**LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)
<b>Extended Indicator</b>	<b>LAE 3.1.5.a Identify singular and plural illustrations and words</b>
Indicator	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
<b>Extended Indicator</b>	<b>LAE 3.1.5.c Use context clues (e.g., sentence clues, re-reading) and text features (e.g., graphs, illustrations) to determine meaning of unknown words</b>
Indicator	LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)
<b>Extended Indicator</b>	<b>LAE 3.1.5.d Categorize illustrations or words (e.g., food, animals, transportation)</b>

## COMPREHENSION

**LA 3.1.6 Comprehension:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
<b>Extended Indicator</b>	<b>LAE 3.1.6.a Recognize that authors communicate their thoughts through writing</b>
Indicator	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)
<b>Extended Indicator</b>	<b>LAE 3.1.6.b Identify elements of narrative text (e.g., main character)</b>
Indicator	LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details.
<b>Extended Indicator</b>	<b>LAE 3.1.6.c Retell narrative text including the main characters</b>
Indicator	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 3.1.6.d Identify the use of literary devices (e.g., onomatopoeia)</b>
Indicator	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 3.1.6.e Identify the main idea from informational text</b>
Indicator	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
<b>Extended Indicator</b>	<b>LAE 3.1.6.f Identify the first event in an informational sequence</b>
Indicator	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
<b>Extended Indicator</b>	<b>LAE 3.1.6.g Apply knowledge of text features to gain meaning (e.g., illustration to illustration, illustration to text)</b>
Indicator	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Extended Indicator</b>	<b>LAE 3.1.6.h Recognize informational (nonfiction) genre</b>
Indicator	LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
<b>Extended Indicator</b>	<b>LAE 3.1.6.j Answer literal questions using information from the text</b>

# Nebraska Fourth Grade Reading Standards and Extended Indicators

## for Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

### **VOCABULARY**

**LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
<b>Extended Indicator</b>	<b>LAE 4.1.5.a Identify singular and plural words</b>
Indicator	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
<b>Extended Indicator</b>	<b>LAE 4.1.5.c Use context clues (e.g., sentence clues, re-reading) and text features (e.g., graphs, illustrations, titles, maps) to determine meaning of unknown words</b>
Indicator	LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
<b>Extended Indicator</b>	<b>LAE 4.1.5.d Identify word patterns/families</b>

## COMPREHENSION

**LA 4.1.6 Comprehension:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text
<b>Extended Indicator</b>	<b>LAE 4.1.6.a Identify author's purpose through the feelings of the reader (e.g., happy, sad, scared)</b>
Indicator	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
<b>Extended Indicator</b>	<b>LAE 4.1.6.b Identify elements of narrative text (e.g., main character, setting)</b>
Indicator	LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details.
<b>Extended Indicator</b>	<b>LAE 4.1.6.c Retell narrative text including characters and setting.</b>
Indicator	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 4.1.6.d Identify the use of literary devices (e.g., onomatopoeia, imagery)</b>
Indicator	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 4.1.6.e Identify the main idea from informational text</b>
Indicator	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 4.1.6.f Identify the first and last event in an informational sequence</b>
Indicator	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
<b>Extended Indicator</b>	<b>LAE 4.1.6.g Apply knowledge of text features to gain meaning (e.g., maps, headings, captions)</b>
Indicator	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Extended Indicator</b>	<b>LAE 4.1.6.h Recognize narrative (fiction) genre</b>
Indicator	LA 4.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
<b>Extended Indicator</b>	<b>LAE 4.1.6.j Answer literal questions using information from the text</b>

# Nebraska Fifth Grade Reading Standards and Extended Indicators

## for Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

### **VOCABULARY**

**LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., affixes, abbreviations, parts of speech, word origins)
<b>Extended Indicator</b>	<b>LAE 5.1.5.a Identify basic word structure elements (e.g., contractions, compound words, parts of speech)</b>
Indicator	LA 5.1.5.c Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
<b>Extended Indicator</b>	<b>LAE 5.1.5.c Use context clues (e.g., word, sentence clues, re-reading) and text features (e.g., graphs, illustrations, titles, maps, captions) to determine meaning of unknown words in a variety of text structures</b>
Indicator	LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)
<b>Extended Indicator</b>	<b>LAE 5.1.5.d Identify synonyms and antonyms using illustrations and words</b>

## COMPREHENSION

**LA 5.1.6 Comprehension:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, bias) influences text
<b>Extended Indicator</b>	<b>LAE 5.1.6.a Determine if the author's purpose is to entertain</b>
Indicator	LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
<b>Extended Indicator</b>	<b>LAE 5.1.6.b Identify elements of narrative text (e.g., main character, setting, theme)</b>
Indicator	LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details.
<b>Extended Indicator</b>	<b>LAE 5.1.6.c Retell narrative text including characters, setting, and plot.</b>
Indicator	LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 5.1.6.d Identify the use of literary devices (e.g., onomatopoeia, imagery, alliteration)</b>
Indicator	LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 5.1.6.e Identify the main idea and a supporting detail from informational text</b>
Indicator	LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 5.1.6.f Sequence three or more events in informational text</b>
Indicator	LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings,)
<b>Extended Indicator</b>	<b>LAE 5.1.6.g Apply knowledge of text features to locate information (e.g., maps, headings, captions, charts)</b>
Indicator	LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Extended Indicator</b>	<b>LAE 5.1.6.h Distinguish between narrative and informational (fiction and nonfiction) genres</b>
Indicator	LA 5.1.6.k Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
<b>Extended Indicator</b>	<b>LAE 5.1.6.k Answer literal questions using information from the text</b>



# Nebraska Sixth Grade Reading Standards and Extended Indicators

## for Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

### **VOCABULARY**

**LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
<b>Extended Indicator</b>	<b>LAE 6.1.5.a Determine the meaning of words using roots, prefixes, and suffixes</b>
Indicator	LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures
<b>Extended Indicator</b>	<b>LAE 6.1.5.c Use context clues (e.g., word, phrase, and sentence clues) and text features (graphs, illustrations, titles, maps, captions) to determine meaning of unknown words in a variety of text structures</b>
Indicator	LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)
<b>Extended Indicator</b>	<b>LAE 6.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)</b>

## COMPREHENSION

### LA 6.1.6 Comprehension:

Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text
<b>Extended Indicator</b>	<b>LAE 6.1.6.a Determine if the author's purpose is to inform</b>
Indicator	LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
<b>Extended Indicator</b>	<b>LAE 6.1.6.b Identify elements of narrative text (e.g., characters, setting, theme)</b>
Indicator	LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme
<b>Extended Indicator</b>	<b>LAE 6.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme, plot)</b>
Indicator	LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm )
<b>Extended Indicator</b>	<b>LAE 6.1.6.d Identify the use of literary devices (e.g., onomatopoeia, imagery, alliteration, metaphors, similes)</b>
Indicator	LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 6.1.6.e Identify the main idea and supporting details from informational text</b>
Indicator	LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 6.1.6.f Identify organizational patterns found in informational text (e.g., sequence, cause and effect)</b>
Indicator	LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
<b>Extended Indicator</b>	<b>LAE 6.1.6.g Use text features to locate information (e.g., maps, headings, captions, charts, graphs)</b>
Indicator	LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g. textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
<b>Extended Indicator</b>	<b>LAE 6.1.6.h Distinguish between narrative and informational (nonfiction and fiction) genres (e.g., story book, text book, magazine)</b>
Indicator	LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources
<b>Extended Indicator</b>	<b>LA6.1.6.k Answer literal and inferential questions using information from the text</b>

# Nebraska Seventh Grade Reading Standards and Extended Indicators

for  
Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

## **VOCABULARY**

**LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
<b>Extended Indicator</b>	<b>LAE 7.1.5.a Determine the meaning of words using roots, prefixes, and suffixes</b>
Indicator	LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words
<b>Extended Indicator</b>	<b>LAE 7.1.5.c Use context clues (e.g., word, phrase, and sentence clues) and text features (e.g., illustrations, titles, maps, captions, tables) to determine meaning of unknown words</b>
Indicator	LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, and subtle distinctions)
<b>Extended Indicator</b>	<b>LAE 7.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)</b>

## COMPREHENSION

### LA 7.1.6 Comprehension:

Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective
<b>Extended Indicator</b>	<b>LAE 7.1.6.a Determine if the author's purpose is to entertain or inform</b>
Indicator	LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
<b>Extended Indicator</b>	<b>LAE 7.1.6.b Identify elements of narrative text (e.g., characters, setting, theme, plot [beginning, middle, ending])</b>
Indicator	LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)
<b>Extended Indicator</b>	<b>LAE 7.1.6.c Identify the use of literary devices in a narrative text (e.g., metaphor, simile, hyperbole)</b>
Indicator	LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 7.1.6.d Identify the main idea and supporting details from informational text</b>
Indicator	LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
<b>Extended Indicator</b>	<b>LAE 7.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause and effect, compare/contrast)</b>
Indicator	LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)
<b>Extended Indicator</b>	<b>LAE 7.1.6.f Use text features to locate information (e.g., maps, headings, captions, charts, graphs, table of contents)</b>
Indicator	LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Extended Indicator</b>	<b>LAE 7.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper)</b>
Indicator	LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers
<b>Extended Indicator</b>	<b>LAE 7.1.6.j Answer literal and inferential questions using information from the text</b>

# Nebraska Eighth Grade Reading Standards and Extended Indicators

for

Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

## VOCABULARY

**LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 8.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
<b>Extended Indicator</b>	<b>LAE 8.1.5.a Determine the meaning of words using roots, prefixes, and suffixes</b>
Indicator	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)
<b>Extended Indicator</b>	<b>LAE 8.1.5.c Use context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., illustrations, titles, maps, captions, tables, headings) to determine meaning of unknown words appropriate to text</b>
Indicator	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
<b>Extended Indicator</b>	<b>LAE 8.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms)</b>

## COMPREHENSION

**LA 8.1.6 Comprehension:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
<b>Extended Indicator</b>	<b>LAE 8.1.6.a Determine if the author's purpose is to persuade</b>
Indicator	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)
<b>Extended Indicator</b>	<b>LAE 8.1.6.b Identify elements of narrative text (e.g., characters, setting, theme, plot [beginning, middle, end], conflict)</b>
Indicator	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
<b>Extended Indicator</b>	<b>LAE 8.1.6.c Identify the use of literary devices in narrative text (e.g., metaphor, simile, hyperbole, idiom)</b>
Indicator	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 8.1.6.d Identify stated and inferred main idea and supporting details from informational text</b>
Indicator	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
<b>Extended Indicator</b>	<b>LAE 8.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause and effect, compare/contrast, fact/opinion)</b>
Indicator	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)
<b>Extended Indicator</b>	<b>LAE 8.1.6.f Use text features to locate information (e.g., maps, headings, captions, charts, graphs, table of contents)</b>
Indicator	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres
<b>Extended Indicator</b>	<b>LAE 8.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary)</b>
Indicator	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
<b>Extended Indicator</b>	<b>LAE 8.1.6.j Answer literal and inferential questions using information from the text</b>

# Nebraska Twelfth Grade Reading Standards and Extended Indicators for Students with Significant Disabilities

**K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.**

## **VOCABULARY**

**LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 12.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
<b>Extended Indicator</b>	<b>LAE 12.1.5.a Determine the meaning of words using roots, prefixes, and suffixes</b>
Indicator	LA 12.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)
<b>Extended Indicator</b>	<b>LAE 12.1.5.c Use context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., illustrations, titles, maps, captions, tables, headings) to determine meaning of unknown words in text.</b>
Indicator	LA 12.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
<b>Extended Indicator</b>	<b>LAE 12.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms, multiple meanings)</b>

## COMPREHENSION

**LA 12.1.6 Comprehension:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 12.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
<b>Extended Indicator</b>	<b>LAE 12.1.6.a Determine if the author's purpose is to entertain, inform, or persuade</b>
Indicator	LA 12.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)
<b>Extended Indicator</b>	<b>LAE 12.1.6.b Identify elements of narrative text (e.g., characters, setting, theme, plot [beginning, middle, end], conflict, mood)</b>
Indicator	LA 12.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
<b>Extended Indicator</b>	<b>LAE 12.1.6.c Identify the use of literary devices in narrative text (e.g., metaphor, simile, hyperbole, idiom, personification)</b>
Indicator	LA 12.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 12.1.6.d Identify stated and inferred main idea and supporting details from informational text</b>
Indicator	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
<b>Extended Indicator</b>	<b>LAE 12.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause and effect, compare/contrast, fact/opinion)</b>
Indicator	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)
<b>Extended Indicator</b>	<b>LAE 12.1.6.f Use text features to locate information (e.g., maps, headings, captions, charts, graphs, table of contents)</b>
Indicator	LA 12.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding.
<b>Extended Indicator</b>	<b>LAE 12.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary)</b>
Indicator	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text.
<b>Extended Indicator</b>	<b>LAE 12.1.6.j Answer literal and inferential questions using information from the text</b>